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AUTHOR	Garcia, Paula; Sharma, Shobha; Wilson, Sallie
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ABSTRACT

This curriculum guide was developed for a 150-week worker-centered, holistic course in language skills (reading, writing, listening, and speaking) for workers at the Juno Lighting plant in Chicago, many of whom are immigrants from Mexico, Guatemala, and other Latin American countries. The curriculum is a guide to lesson planning and topic development. Objectives, vocabulary, language skills, lesson ideas, and suggested materials are included with each unit. The units center on the following 16 themes: describing job steps; tools and their uses; giving instruction and asking for clarification; describing defects; reporting a problem; attendance policy and point system; making requests; calling in sick (body parts, describing illness); accidents at work; safety rules; mathematics and numbers; understanding paychecks; forms at work; union benefits; review; and posttesting. (KC)

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ED 425 287

Workplace English as a Second Language Curriculum Guide

Juno Lighting, Inc.

1996

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Developed by: Paula Garcia, Shobha Sharma, and Sallie Wilson

Worker Education Program of Northeastern Illinois University's Chicago Teachers' Center and the United Needletrades, Industrial & Textile Employees

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WORKER EDUCATION PROGRAM, CHICAGO TEACHERS' CENTER OF NORTHEASTERN ILLINOIS UNIVERSITY AND UNITED NEEDLETRADES, INDUSTRIAL, & TEXTILE EMPLOYEES

WORKPLACE ENGLISH AS A SECOND LANGUAGE CURRICULUM GUIDE FOR JUNO LIGHTING, INC.

INTRODUCTION

The nature of work in the United States is changing rapidly. The interplay of global market competition, changing demographics, and the increased use of technology make it necessary for the U.S. to re-think, re-define, re-tool, and re-invest in education and the world of work. In order to compete in the new international market, the U.S. must upgrade the basic skills of its workers. A more educated workforce would have positive effects on the position of the U.S. in the global market and on increased profit margins for individual businesses. In addition, workplaces would be more equitable and competitive for workers, and worker participation in unions would increase. The National Workplace Literacy Program of the United States Department of Education sponsors grants which assist U.S. workers through comprehensive educational programs focusing on the provision of basic literacy and workplace skills training.

This program, now in its sixth funding cycle, requires partnerships between businesses, labor unions, and educational organizations. The Worker Education Program (WEP), sponsored by the Chicago Teachers' Center (CTC) of Northeastern Illinois University and the United Needletrades, Industrial, and Textile Employees (UNITE), has been funded by the U. S. Department of Education National Workplace Literacy Program for three grant cycles. Its innovative partnership between business, union, and university is unique; its goal is to prepare participants for the new challenges of work in an environment of constantly changing demographics, new technology, and the shifting global economy.

One such partnership exists between the Worker Education Program and Juno Lighting, Inc., a manufacturer of recessed and "trac" lighting and their components. Located in a suburb of Chicago, Juno employs about 500 workers,

many of whom are immigrants from Mexico, Guatemala, and other Latin American countries. The average Juno employee is in his or her mid-thirties and has had 6 years of schooling in his/her native country.

This 150-week course was designed specifically for Juno workers. It incorporates tools, parts, policies, and forms that exist at Juno. WEP staff went on plant tours and conducted interviews with workers, supervisors and managers in order to complete the task analysis that was used to develop this curriculum.

THEORY

The Worker Education Program's philosophical approach is "worker-centered" and "holistic. " "Holistic" means that all four language skills (reading, writing, listening, speaking) are taught in each class session. This approach is used because a learner who is limited to only one of these skills, may also be limited in his or her ability to function in the workplace and in society. It is effective because each of the skills reinforces the others; for instance, reading and writing often enhance speaking abilities. "Worker-centered" means that workers' needs and interests direct course content and materials selection and that maximum worker participation, cooperation, and initiative are encouraged.

The "worker-centered" or "participatory" approach links education to workers' social realities where they take an active role in their own learning. Teachers do not serve as problem solvers, rather they are problem posers. The responsibility of looking for solutions belongs to the workers which builds their capacity to solve problems and direct their future lives. The participatory approach gives workers an active part in their own education, hones their decision-making skills, and builds their self-confidence, thereby enabling them to participate more fully in the workplace.

METHODOLOGY

This curriculum is a guide to lesson planning and topic development. It is not mandatory to use this curriculum for the entire 16 week module; nor is it necessary to cover the units in the order in which they appear. Objectives, vocabulary, language skills, and lesson ideas have been developed as resources. Suggested materials are also included with each unit.

As part of the participatory approach used in this program, students are encouraged to request additional topics of relevance to their lives and their jobs. Incorporating worker-generated topics and materials into the curriculum reflects a true worker-centered approach. Program Coordinators can provide materials and assistance in developing these topics.

The Worker Education Program has compiled an extensive collection of work related lessons, curricula and materials. Teachers are provided with and encouraged to use the WEP ESL Activities binder and the General Workplace Curriculum Guide for ESL. They also have full access to the WEP library of commercial textbooks and other specialized materials.

Juno Lighting, Inc. • CTC/UNITE
ESL for the Workplace Curriculum

Thematic units (by weeks):

1. Describing job steps
2. Tools and their uses
3. Giving instruction and asking for clarification
4. Describing defects
5. Reporting a problem (material, defects, machine)
6. Attendance policy and point system
7. Making requests: time off, switching positions on the line, etc.
8. Calling in sick, body parts, describing illnesses
9. Accidents at work
10. Safety rules
11. Math and numbers
12. Understanding paychecks
13. Forms at work
14. Union Benefits
15. Review
16. Post-Testing

I. Describing Job Steps

Objectives

1. name parts used in the assembly line
2. ask and answer questions relating to what each person's job duties are
3. identify jobs done in each department
4. name actions done at each job
5. name individual job steps

Vocabulary

skids	socket	assembly
track	recessed	lighting
department	spring	baffle
J-box	rivet	housing
bracket	wire	hanger bar assembly
staple	pack	sharp

Materials

flash cards with words/pictures
"Going Places " to practice "What do you do?"
Juno booklets
Your job steps "English at Work"
Worksheet #9

Activities

1. In pairs, students ask and answer questions relating to the job. "What do you do at Juno? Where do you work? etc.
2. Vocabulary practice using realia.
3. Grammar practice: forming questions in the present tense, and present continuous, using work related verbs.
4. Pair work, personal information (What do you do? What does he/she do?)
5. Play Bingo using the vocabulary list, as review.
6. Roleplay asking and answering questions about job and job steps.

II. Tools

Objectives

1. name at least 5 tools and indicate usage.
2. ask questions and respond in pair work about different tools used in different departments
3. request a tool from a supervisor

Vocabulary

hammer	pliers	screwdriver
wrench	airdriver	Phillips screwdriver
scissors	nails	screws
wing nuts	rivet machine	toglog machine

Materials

Flash cards with picture/words
Bingo for review
Tool booklet from Juno
Speaking Up At Work
Realia

Activities

1. Play "Concentration" using flash cards with words and pictures of tools.
2. Play "Go Fish", using tool flashcards in pairs.
3. Pair work, to ask and respond to questions about tools in different departments.
4. Talk about how tools are used, using verbs such as tighten, screw, turn, use, cut, and rivet.
5. Writing exercises, students write about tools in their departments using an LEA exercise.
6. Cloze exercises, fill in blanks using the LEA story.
7. Using prepositions, the students describe the location of the tool.

III. Giving Instructions and asking for Clarification

Objectives

1. give specific step by step instructions about their job
2. ask for clarification using expressions such as, please repeat that, I don't understand, I didn't hear you
3. review material covered under tools and job steps

Vocabulary

next	then	first	second	repeat	which
put	pack	after	before	what	where

review vocabulary from lessons 1 and 2, and use expressions like "I don't understand." "Repeat please." "What does this mean?" "Which one is that?"

Materials

Speaking Up At Work
listening exercises (cloze, dictation)
flashcards

Activities

1. Go over the vocabulary list and clarify phrases.
2. As a class, write a dialog using the vocabulary words.
3. In pairs, students review tools using flash cards .
4. Roleplay a situation where a group leader explains a job step to another worker who asks for clarification.
5. Students act out instructions given verbally by the instructor and other students.

IV. Describing Defects

Objectives

1. learn 4 vocabulary words associated with defects
2. identify 3 defects on a part
3. a basic understanding of how defects affect the finished product

Vocabulary

bent	twisted	broken	fix
size	cracked	scratched	
wrong	missing	problem	
short	torn	adjust	

Materials

Flash cards with good and defective parts/tools
Speaking Up at Work pictures of defective parts

Activities

1. Go over vocabulary list using examples of defects and flashcards.
2. Students collect examples of defects from the floor.
3. Students listen to and ask questions to a quest speaker from Juno management on how defects affect the finished product. Students prepare questions in advance.
4. Students write a dialogue about a worker reporting a defect to a group leader.

V. Reporting a Problem

Objectives

1. report a problem with his part or machine
2. communicate a problem to the appropriate person

Vocabulary

when	how	how often
how long	riveting machine	wire machine
doesn't fit	too tight	too loose
machine		

Materials

flashcards

Speaking Up at Work pp. 141-146

Activities

1. The students will brainstorm common problems and describe them.
2. The students will write a roleplay dialog for reporting a problem between assembler and group leader.
3. Students write questions using the vocabulary words.
4. Go over the vocabulary with flash cards.
5. Students do a strip dialogue using dialogues for reporting a problem.

VI. Attendance Policy and Point System

Objectives

1. state legitimate reasons for being absent or late
2. state Juno attendance policy
3. describe the point system and how it affects the individual worker

Vocabulary

absent	flat tire	late
point	carpool	punch in/out
registration	school issues	car trouble

Material

Juno policy handbook
problem posing picture

Activities

1. Review Juno attendance policy, verbally in a group discussion.
2. Roleplay calling in late in back to back pairs.
3. Students find out how many points they have by going to personnel and asking in English.
4. Students brainstorm reasons for being late or absent using the vocabulary list.
5. Using the problem posing picture, the students discuss consequences of different outcomes and possible solutions.

VII. Making Requests

Objectives

1. ask for a day off
2. ask to change positions on the line
3. have a familiarity with days of the week and dates

Vocabulary

appointment	funeral	change
line	surgery	teacher
Monday	Tuesday	Wednesday
Thursday	Friday	calendar

Materials

flashcards
conversations for pair practice
cut up conversations to assemble
large flashcards with days of week
tape recorder
monthly calendar

Activities

1. Write vocabulary on flash cards and practice with a partner.
2. Play "Pick Up" in groups of 3 using the flashcards.
3. Play toss the ball to practice days of the week
4. Tape record students saying a dialogue and fill in cloze.
5. In pairs the students write a dialogue on asking for days off or a change of position.
6. Students do a cloze exercise using the dialogues or assemble a cut up dialogue.
7. Students practice ordering food in the Juno cafeteria.

VIII. Calling in Sick, Body Parts, Names of Illnesses

Objectives

1. name 8 of 10 body parts with a picture prompt
2. call in sick giving name, department, supervisor, and illness
3. use "have" and "has" appropriately in a sentence, "I have a cold".
4. make appointments at the union health clinic

Vocabulary

flu	cold	fever	headache
ear	head	stomachache	
eye	mouth	broken arm	
neck	back	stomach	
hand	finger	arm	

Materials

tape recorder
flashcards with illnesses and body parts

Activities

1. Play Bingo using vocabulary words and pictures.
2. Play "Toss the Ball" using "I have","she /he has". Pass out illnesses. As the ball is passed to them the students state the illness they have.
3. Students roleplay calling in and state their name, department, supervisor, and illness on the tape recorder.
4. Play "Hangman" with vocabulary.
5. Using the names of body parts in a bag, the student draws the name of a part and states an illness associated with it.
6. Students write and practice dialogues about making an appointment to see different kinds of doctors at the Sidney Hillman Health Center.

IX. Reporting Accidents at Work

Objectives

1. report an accident verbally
2. fill out the revised accident report form
3. report an accident in writing

Vocabulary

cut	finger	rivet guard	splinters
gloves	falling boxes	safety glasses	
injury	accident	sharp edge	

Materials

gloves
safety glasses
flashcards
English at Workbook and health and safety cards

Activities

1. Roleplay reporting an injury.
2. Use flashcards of vocabulary to practice with a partner.
3. Review accident form and practice filling it out.
4. Use pink health and safety cards for conversation
5. Let's Work Safely, pg 102, practice conversation
6. English at Work exercises.

X. Safety Rules and Signs

Objectives

1. identify the safety signs around the factory and what they mean
2. identify safety hazards
3. report a hazard
4. read and demonstrate an understanding of the Haz/Com chart by answering questions

Vocabulary

should	must	wear
stop	hazard	use
caution		

Materials

safety rules
Haz/Com chart

Activities

1. Brainstorm ideas for a safety slogan for the contest.
2. Go into the plant and identify possible safety hazards.
3. A safety committee member talks to the class, students interview him/her.
4. Students go on a safety tour.
5. Roleplay reporting a safety problem.
6. In pairs, students complete an Information Gap using the Haz/Com chart.
7. Review ESL for Action OSHA information.

XI. Math and Numbers

Objectives

1. say, read, and understand numbers up to 1,000
2. read, say, and understand alphanumeric codes on Juno labels
3. ask and answer questions about quantity of materials and production

Vocabulary

how much/how many	1-10	hundred
numbers by tens	thousand	
numbers by hundreds	code	label

Materials

flashcards
Bingo board
production charts

Activities

1. Dictation: teacher says 2-3 digit numbers, students write them.
2. Using components students ask how many of the different pieces there are.
3. Play number Bingo.
4. Using multiplication and division, students calculate daily and hourly production.

XII. Understanding Paychecks

Objectives

1. read, understand, and say dollar amounts up to 1000
2. have a basic understanding of the various payroll deductions
3. ask questions about deductions

Vocabulary

deductions	gross	Illinois state tax
earnings	rate	Federal Income tax
pay	net	exemptions
union dues		

Materials

pay stub

Activities

1. Review and explain vocabulary words.
2. Read and answer questions about the pay stub.
3. Roleplay a new employee asking another one about deductions and what are they for.
4. Students fill in the gaps in pairs.
5. Students do a worksheet on reading a pay stub and answering questions about it.

XIII. Forms at Juno

Objectives

1. identify the Bill of Materials and describe its use
2. match part #'s on components with part numbers on the Bill of Materials
3. state quantity required on the Bill of Materials

Vocabulary

part	description	Bill of Materials
required	on hand	quantity to build
part number		

Materials

Summary Bill of Materials
Juno components
labels
Production Report Ticket

Activities

1. Review vocabulary list and write a sentence for each word.
2. Create a cloze exercise using sentences.
3. Practice reading charts with Summary Bill of Materials.
4. Do information gap in pairs using Summary Bill of Materials.
5. Students write part numbers as the teacher or other students dictate them.
6. Students breakdown alphanumeric codes and abbreviations.
7. Students match abbreviations with words.
8. In pairs, students practice filling out the Production Report Ticket (pink slip).

XIV. Union Benefits

Objectives

1. know what their union is and why it represents them
2. have a basic understanding of the benefits the union provides and what it does not provide

Vocabulary

UNITE	steward	bargaining unit
grievance	strike	negotiate
benefits	contract	representative

Activities

1. Go over vocabulary words and what they mean.
2. What does UNITE stand for? What other companies are represented by UNITE?
3. Begin a discussion of how the union was initiated at Juno.
4. What does the union provide? Health and life insurance, fair wages, pay raises, grievance procedure, and educational programs.
5. Students interview a guest speaker: union business agent, local president.